***8 Non-Negotiable Components for Achievement for All***

**How are we doing?**

*Name of School:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1. **Ongoing Training and Professional Development** | |
|  | a. On- going training is provided for exploring, implementing and sustaining school RTI teams to set up effective systems to optimize outcomes for all students |
|  | b. Teachers are trained to use benchmark, formative, summative and progress monitoring assessments |
|  | c. School staff has access to on-going training in evidenced based best practice in core subject areas |
| 1. **Strong Leadership** | |
|  | a. School has an RTI Team established and conducts at least monthly meetings |
|  | b. School has a 3-year vision or action plan and is working towards protocols and operational guidelines |
|  | c. School administrator is actively involved in RTI training and meetings |
|  | d. RTI team has created effective operative procedures, written protocols (scheduling, staffing, resources) |
|  | e. RTI team meets and evaluates effectiveness of system at regularly scheduled intervals through data and observations |
| 1. **On-going Student Assessment** | |
|  | a. Universal screening for reading and math occurs in fall, winter and spring for every student |
|  | b. Diagnostic assessments are administered to students below grade level in reading and math |
|  | c. Students who are below grade level (strategic or intensive) in reading or math are progress monitored at least every other week |
|  | d. School-wide assessment results are collected and shared among staff in a timely manner |
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| 1. **Evidenced Based Curriculum and Instruction** | |
|  | a. Researched-based core reading and math programs are in place and fidelity is decided according to what will best meet the needs of the students according to the data collected and teacher observations while aligning with state standards by school staff. |
|  | b. A teaching matrix is developed at each grade level that clearly defines topics and methods of delivery of instruction to ensure consistency among a grade level and smooth transitions of curriculum among grade levels. |
|  | c. The appropriate amount of time has been allocated to provide core and intervention instruction |
|  | d. Classroom teachers are providing a combination of whole group instruction and smaller flexible groups that focus on differentiated instruction to meet the needs of all students. |
| 1. **Community and Family Involvement** | |
|  | a. School staff clearly explains RTI current practices occurring in the schools to parents and actively promotes community awareness of RTI. |
| 1. **Collaborative Teaming** | |
|  | a. Grade level data teams have developed yearly written data- based goals and grade level action plan to address these goals that utilize research-based strategies |
|  | Grade level data meetings are occurring at each grade level at least every two weeks |
| 1. **Data Based Decision Making** | |
|  | a. A data collection and management system is being used by grade level and school-wide data teams to facilitate data-based decision making. |
|  | b. Tier 1, Tier 2, & Tier 3 interventions are appropriate to student need and data is utilized to determine intervention effectiveness across all Tiers |
| 1. **Fidelity of Implementation** | |
|  | a. Frequent fidelity checks randomly occur in all settings where reading and math instruction take place within a school |
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